



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

Highly Qualified Teacher/Educator Effectiveness State Plan

Updated July 2012

The Indiana Department of Education (IDOE) focus of Title II, Part A funding is on activities related to educator effectiveness rather than simply on educator quality. IDOE believes high levels of student achievement are a direct function of the effectiveness of the teacher in the classroom – being highly qualified is by itself insufficient. Since 2008, IDOE has aligned its actions and structure to ensure the focus is on effectiveness in every Indiana classroom. Beginning with school year 2012-2013, all Title II, Part A application materials reflect this focus on educator effectiveness and implementing teacher evaluation systems.

The national education landscape is also moving from educator qualifications to educator effectiveness. Indiana is leading this charge as evidenced by the recent legislative changes enacted by the Indiana General Assembly. The policies of the US Department of Education – such as Race to the Top and the Teacher Incentive Fund – also illustrate this paradigm shift. In addition, states across the nation are changing their laws to prioritize effectiveness above other considerations.

In 2011, Indiana passed the most comprehensive legislative education reform package in the country. A major component of this package is now known as Public Law 90 (IC 20-28-11.5). This groundbreaking new law provides guidelines for Local Education Agencies (LEAs) to develop rigorous, fair and meaningful evaluation systems that are tied to high stakes decisions. These systems must include the following:

- Annual evaluation
- Use of objective data to *significantly* inform the evaluation (e.g. student growth)
- Multiple measures (e.g. school wide or individual growth data, student learning objectives, observation rubrics, student surveys)
- Four ratings categories (i.e. ineffective, improvement necessary, effective, highly effective)
- Feedback to inform professional development used to increase effectiveness.

Indiana's schools have begun developing and implementing meaningful, rigorous evaluation systems to ensure all students are receiving effective instruction. IDOE, in concert with TNTP, developed and piloted the RISE evaluation system in three school districts across the state. Forty-four Indiana schools are participating in the TAP System for evaluation and performance-based compensation as part of Indiana's Teacher



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Incentive Fund grant. Other LEAs across the state are developing their own evaluation systems to ensure their educators are effective. Aligning Title II, Part A funding with these activities supports our efforts to develop and implement robust and innovative evaluation systems.

To support these changes, IDOE established the Office of Educator Effectiveness and Leadership during the 2011-2012 school year. The purpose of this office is to provide support and guidance for LEAs as they implement the new law. IDOE recognizes schools will need support and assistance to ensure these new requirements are implemented with fidelity.

In 2012, Indiana was granted an Elementary and Secondary Education Act (ESEA) Flexibility Waiver. With this waiver, LEAs must continue to ensure their teachers are highly qualified in core academic subjects. However, LEAs will no longer be penalized if their teachers are not highly qualified nor will they be required to use Title II, Part A funding to help teachers achieve highly qualified status. LEAs will have to continue to keep highly qualified teacher data at the LEA level and will be required to continue reporting this information to the state twice a year on the Certified Position Report (CP Report), after each semester of the school year.

IDOE believes allowable uses of Title II, Part A funds match seamlessly with educator effectiveness activities. Please refer to Title II, Part A uses related to Educator Effectiveness below:

- Provide financial incentives to retain teachers and principals with a record of helping students to achieve academic success.
- Implement a teacher advancement system that offers multiple career paths where teachers could opt to become:
 - A career teacher, staying in the classroom with traditional instructional duties
 - A mentor teacher, staying in the classroom but taking on additional duties such as mentoring first-year teachers and receiving additional pay for these duties
 - An exemplary teacher, based on a distinguished record of increasing student academic achievement, and training other teachers to do the same while receiving additional pay for these duties.
- Ensure, through incentives for voluntary transfers, professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified and/or ineffective, out-of-field, or inexperienced teachers.



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- Institute merit pay programs, tenure reform, financial incentives, special mentoring help, and other means to:
 - Make teaching in the district attractive to mid-career professionals and others with special knowledge, skills, and enthusiasm; and
 - Encourage the district's most effective teachers not only to stay in the district, but to teach in its highest-need schools.
- Develop and implement strategies and activities to recruit, hire, and retain effective and highly effective teachers and principals. These strategies may include providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the district has shortages.
- Train and develop competency in teachers and principals on the educator evaluation process. This includes training on how to use the evaluation data and assessments with a focus on how to improve classroom practice and student learning.
- Support principals in the work of teacher evaluations. This support includes using funds to provide school principals with the knowledge, tools, and skills necessary to lead their schools' efforts in using teacher evaluations to pinpoint needed improvement in educator effectiveness in order to increase student achievement.
- Provide embedded focused professional development activities aligned with targeted educator needs in content knowledge and instructional practices in order to address ineffective teaching.
- Reduce class-size as long as the reduction(s) are of a significant amount and the LEA presents a clear need for class-size reduction with a direct tie to increasing educator effectiveness and the amount of student academic growth.